and all sleep in a vacant house, or one where only a widow lives, or one with a newborn baby (and hence no possibility of adult sexual activity at night). If a group is sleeping in such a house children of the opposite sex are not allowed in it.

5.20. In the last century children might only wash once a month, and be really dirty the rest of the time. Now they are washed every evening, and after reaching five years they do this for themselves. In the morning they only wash the face and clean the teeth with charcoal and a twig. Until about 1930 girls below five wore no undergarments but were simply wrapped in a loincloth. Even above that age boys and girls from very poor families continued to dress like that. Now both boys and girls wear vests and underpants from an early age. I will not offer further details on their dress here, as a full account may be found in Hockings (1979 b). By the age of seven or eight children knew how to wash their clothes; but since about 1930 and the requirements of schooling they have usually given their dirty clothes to an obliging sister or mother.

5.21. In summary, we can see that children become enculturated partly by the tales their elders entertain them with, and partly by moving freely around the village, doing things together like working and playing and sleeping. As in all parts of India, small children look to their elder siblings for guidance and leadership. As one proverb expresses this, "If the firstborn is not up to the ears, how can the later-born reach to the horns?" Outdoor group games are popular with the very young, and will be supervised by some old man or woman. In later childhood team sports such as football and a near-lethal form of field hockey are played between village teams. There are also hopscotch games, board games and string figures to while away the time or sharpen the wits of children at various ages. As we will now outline, there is also a series of childhood ceremonies which educate a young person in the values and the structure of his society, and in some cases affect his appearance and attitudes.

Childhood Ceremonies

5.22. This is not the place to offer a detailed ethnographic account of the various life-cycle ceremonies that are performed: they have already been described elsewhere by Natesa Sastri (1892) and